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ABSTRACT

Student development leaders must identify what of importance and value should be retained from past approaches to student services delivery and what approaches should be discarded. To accomplish this, community colleges must address certain key internal student development issues: (1) the changing nature of the student body (which is characterized by increasing numbers and proportions of minority, women, older, immigrant, and part-time students) requires the construction of delivery systems that are responsive to re-entry or continual education as well as entry-level education; the development of more efficient and effective assessment and placement techniques; and the improvement of cooperation with community agencies; (2) the quality reformation facing all levels of education will place greater importance on the role of student development personnel in promoting student and institutional success through refined methods of assessing, placing, and tracking students; through improved cooperation with instructional personnel; and through increased sensitivity to the demands of the labor market; (3) computers and related technologies will affect student development in various areas, including management; student assessment, placement, and tracking; linkages among educational institutions and community agencies; and the facilitation of the learning process; (4) the evolving nature of articulation will demand the increasing involvement of student development personnel; (5) as advocates for responsiveness to student needs, student development professionals must assume a more centralized leadership role within the college; and (6) student services must be integrated with curriculum and instruction to produce optimum learning conditions. These issues call for changes in student development programs and services and in the skills required of student development professionals. (AYC)

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**STUDENT SERVICES
FOR THE NATION'S THIRD CENTURY:
ASSURING QUALITY AND SUCCESS**

A Presentation Made at the American Association of
Community and Junior College Convention

DALLAS, TEXAS

APRIL, 1987

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BY

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My comments, as you would be able to predict, will be colored by my experience. For the past five years I was the Vice President of Student Development at El Centro College here in the Dallas County Community College District. El Centro is an urban community college in the heart of downtown Dallas. In many, many ways it is a prime example of what is going on in some segments of the community college across the country. As I reflect upon El Centro and its diverse student body, I think of the Neil Diamond song "Coming to America." If I had the musical talent, I'd write a sequel to it that would tell of those who are coming to the community college. As you well know, the student body is continuing to change and those changes are forcing us to look at what programs and services we need to deliver and how we need to deliver them.

Prior to my five years in Dallas, I was at St. Louis Community College at Meramec for 13 years. Unlike El Centro, Meramec is a relatively large suburban college. It too is part of a multi-campus system. In my early years as the Director of Counseling there, we worked with a student body that was very much preoccupied by the Viet Nam war and, therefore, was introspective, questioning and challenging of "the system". Gradually that student body changed to one which became much more preoccupied with how to get a job; no that's not exactly right - how to get a GOOD job.

Please understand that I am speaking generally at this point to make my case. However, I have thought many times that the essential question in the minds of the earlier (Viet Nam era) students was "WHY?" and the essential question(s) of the latter student body is "HOW?" In essence, the latter group has become much more pragmatic, much more materialistic and much less idealistic.

As I said, these are intentionally generalized descriptions of masses of students which are intended to make a point. In effect, they are like two polaroid style snapshots of the change in the student bodies we service: the details are not the sharpest, but hopefully you get the picture quickly.

I want to expand this illustration for just another minute to show the impact on the delivery of student services. During the Viet Nam era, one of the major vehicles of services to students was the counseling function. During that upsetting period of our history, personal counseling was an essential, core service. Many of you can perhaps remember such things as T-groups or encounter groups in which there was no formal agenda, participants sat on the floor or on pillows; sandals, love beads, and peace medallions were in vogue. Please understand, I don't in any way want to denigrate that period or that period's approach to the delivery of service. It was a sign of the times and it was meeting many students' need to get some fix on what was happening around them. However, that was THEN and this is NOW. It would be foolhardy for us to attempt to deliver such services to today's students. However, please understand that I am NOT saying that there was no value to those core services. On the contrary, some - perhaps much - of what was advocated and delivered can, with modification, be useful today. Who can deny the re-emergence of values education today? Increasingly there is a need to discuss openly such issues as the nuclear threat, service to our less fortunate fellow human beings and dishonesty in business and government.

It is the task and challenge of Student Development leaders to identify what of importance and value from the past should be retained and what is no longer of use and should be discarded.

It seems to me that we - in student development - are at an important stage in our development. The following quote from Shakespear's Julius Caesar describes where i believe we are:

There is a tide in the affairs of men,
Which, taken at the flood, leads to fortune;
Omitted, all the voyage of their life
Is bound in shallows and in miseries.
On such a full sea are we now afloat,
And we must take the current when it serves,
Or lose our venture.

For the remainder of my remarks I will attempt to zero in on some of the key internal student development issues that must be faced if community colleges are to accomplish their missions through the 1990's. As a task force member of the League for Innovation Student Development Project, I had the opportunity to facilitate two regional consultations and to read the reports of every regional consultation across the country and in Canada. What follows are major issues that have been identified as having great impact on the quality, shape, and delivery of student development programs in future decades.

I recognize, of course, that there are wide differences between and among community colleges. Location, size, level of support, etc. all contribute to these differences. I'll simply ask you to judge what applies to your setting and what may not.

As we go along, I will attempt to make specific recommendations to assure student success - such as processes, involvement, programs, articulation, use of technology and staff development.

The first major internal issue facing student development is the changing nature of our student body. Let me just mention a few of those important segments which make up the student culture of today and into the year 2000.

Increasing proportions of minority students.

Implication: Staffing patterns must be looked at.

We must not continue to be largely majority staff delivering services to increasingly minority students.

Staffing patterns must be reflective of what is happening in the larger society.

Implication: Staffing patterns must take fluency in other languages into account. Those majority member employees should, at the very least, be given instruction in such courses as survival (conversational) Spanish or some other appropriate language.

Implication: A wider array of developmental and support courses (taught by the right people, I might add) will need to be offered.

Greater numbers of women students

Implication: Child care needs that must be met.

Implication: Single parent support groups need to be offered.

Implication: Special financial aid, grants, and scholarships for the part-time student should be made available.

Implication: Non-traditional training truly must be made available to women. This may mean, in some cases, intensive re-channelling of faculty members' thinking. Sexism is NOT a dead issue in the community college.

**Many more students who are older than
traditional college age**

Implication: Recognition of their very different
needs and interests.

Implication: Awareness of their different learning
styles, need for clarity of directions, etc.

Implication: Recognition for having lived. Credit
for life and work experiences should be granted.

Increasing numbers of disabled students

Implication: True accessibility, not just to the
buildings, but to staff, teachers and the
curriculum.

Larger numbers of immigrants

Implication: ESL - both credit and non-credit

Implication: Staffing (language, sensitivity of
staffing and faculty)

Implication: Bridging with the other parts of
the curriculum

Implication: Sense of belonging or involvement
(e.g. International Students Association) Student
Activities programming should reflect this cultural
diversity.

More part-time students

Implication: Adaptations in the class schedule.
Move the scheduling of courses (time and sequence)
from one designed for the convenience of the faculty
to one that is designed for the convenience of the
student.

In short, to respond effectively and serve an increasingly
diverse student population, we as student development
professionals must construct delivery systems which are as
responsive to re-entry or continual education as is presently
available to entry- level education.

As our colleges increasingly serve older, more consumer-
oriented students, services and developmental instruction must
be designed to meet greater demands for more accurate
assessment, and placement in a more effective and efficient
manner.

I believe it to be absolutely essential that we strike a delicate balance between the inevitable high tech and the essential high touch. It is important that student development professionals design, prescribe and assist in implementing policies requiring mandatory orientation, assessment, course placement, and educational planning.

At the same time, the more **prescriptive** we become, the more **restrictive** we risk becoming and the more **supportive** we must become. We may well agree that we are acting in the best long- term interests of the student when we require assessment and course placement. Yet, how we do this and how it is communicated is absolutely vital. Unless student development professionals possess a high degree of 'people' skills and sensitivity, our best intended efforts can actually frighten students and drive them away from the opportunities we offer them.

As student development professionals, we need to broaden and improve our knowledge of adult development and life transitions as well as become proficient with new delivery systems, [i.e. computerized development transcripts, updating and teaching of both new and continuing students, as well as the designing of appropriate learning experiences to meet individual development needs.]

As the demands of the larger part-time and more diverse student population increase, we must improve the level of cooperation between and among both campus and community resources as well as between student development and instructional personnel. We have to become more effective in linking and bringing together collective resources. In this way, both leverage and support can be brought to bear to ensure the success of students during these times of diminishing resources.

The **second major internal issue facing student development** is the quality reformation. As the quality reformation reaches every level of education, the role of student development personnel will become more important in behalf of student and institutional success. The refining of assessment instruments and techniques and the placing and tracking of students will receive even greater attention.

Student development professionals will need to more strategically analyze and construct programs and services which will effectively address the problems and causes of student disfunction - both in the learning environment and as citizens in the larger society. (Give some examples of the latter, especially those who perhaps score toward the bottom end on assessment instruments, those severely limited -- tie in with other community agencies. Stress that we can't be all for all -- but we must develop strong and effective working relationships with those outside agencies which are better prepared to serve this type of need.)

The quality reformation demands more effective communication and cooperation between student development specialists and the instructional faculty in behalf of student retention and success. Providing effective remedial courses, not only in reading, English, and math, but improving advisement regarding courses which require high level reading and/or the development of needed life skills, are only two such areas which could benefit from cooperative efforts.

There will be a need for increased institutional sensitivity to the demands of the labor market and what is required for a student to be successful in a given occupation. (another tie in with the community resources.)

Improved articulation between community colleges and universities will aid transfer success in the university environment.

The image of community colleges as institutions which produce successful citizens will become increasingly important in a consumer-oriented and quality conscious society.

In behalf of the quality reformation, new delivery systems need to be designed for the transfer of student data from one institutional level to another and from resource agencies to institutions, [i.e. high schools to colleges, Department of Economic Security to colleges, and colleges to universities.]

Assessment strategies need to be responsive to full-time and part-time , degree-seeking and nondegree-seeking, younger and older, and entering and continuing students. As we move into the 1990's, "simplicity" in our community colleges' admission, registration and assessment process will be required. We will need to take full advantage of such things as mail-in and telephone registration, and self-assessment through the use of computers for advanced students.

Still other concepts that will need to be pursued are those of value-added education and provisions for experiential learning.

The **third major internal issue facing student development** is the implications of computers and related technologies. Computers and new technologies will have tremendous implications for student development in the community college.

Among those functions most directly impacted will be:

- a) management
- b) the assessment, placing, and tracking of students
- c) cooperation between instructional and student development personnel
- d) linkages between and among educational institutions and community resource agencies and
- e) in the facilitation of the learning process and total student development

Let's now talk a little more about each of these functions.

In an era of increased accountability to both students and society at large, new technologies will enable institutional management to access data critical to complex decision-making regarding institutional delivery systems, the organization and management of those systems, the effective use of personnel and other important issues.

These new technologies will open avenues and options for student personnel professionals. These tools and linkages should help immensely in the matching of diverse student needs with the wide variety of available programs and services. Expanded data bases will be made available to assist in the process of assessing, tracking, and placing of students. It is essential that creative strategies such as the development of computer automated programs, tracking systems, and transcript and degree audits must accompany this expansion of new technology in behalf of students and student development professionals. As institutions develop their technologies, student development (that is, student needs) must not be left out.

New technologies should enable and expand cooperative efforts of both instructional and student development personnel toward the mutual goal of supporting and facilitating student success in response to the quality reformation. The availability of computers and access to a common data base will aid immeasurably in this cooperation.

Computers and new technologies should make possible new and creative linkages between and among educational institutions and community agencies. They should increase the opportunities for bringing people together via tela-conferencing, home and office computer systems, and shared data bases.

New technologies should provide more creative methods of gathering and transmitting student data from one institution or agency to another. Data should not only include high school transcripts, test scores, and grades, but student goals, interests, learning styles, activities, and other community agency or work history information. It should also include limitations - such as disabilities - learning and physical - and special needs.

The **fourth major internal issue facing student development** is the evolving nature of articulation. Student development will continue to play a major role as articulation specialists. We will continue to assist students in crossing bridges from where they have been to where they are going. However, the diversity of present and future student populations will place even greater demands in this behalf. Systems accommodating reverse transfers and the realities of life-long learning will need to be designed.

Examples: Programs which enable students to move unhindered from one educational environment to another include:

- a) school, college, and university faculty exchange
- b) public and private sector joint-use alliances
- c) joint-venture programs

- d) co-counseling cooperatives among institutions and resource agencies, and
- e) consortium agreements which facilitate student use of financial aid.

Opportunities for increased interaction between and among private and public sectors must be discovered. It is through such interaction that the articulation role of the community college will best be served.

The **fifth major internal issue facing student development** is the changing nature of the student development role. As advocates for responsiveness to student needs, student development professional must assume a more centralized leadership role within the community college structure. This role should include assisting other college personnel in recognizing and understanding the importance of the total college experience, both in and out of the classroom on student growth and development.

We must face the reality that many of our student development staff members will need to be further trained and educated in order to respond to this issue.

Therefore, staff development will become increasingly important as student development staff are expected to assume new and expanded roles in response to the massive shifts and changes that are occurring in society and impacting the community college.

Student development leaders must assist student development personnel in defining their roles and in reaffirming their strengths via their own staff development programs. Strong interpersonal skills as well as knowledge and expertise about adult development, adult learning, and characteristics of new target populations will become increasingly important as part of the education and training of student development professionals. Additionally, the ability to understand and utilize a wide range of new technologies will become a necessity. The success of an institution in the coming decades may well rest on the effectiveness of an on-going, systematic staff development program.

The **sixth and last major Internal Issue** is that of student development in relationship to the curriculum and instruction. In the coming decade a paramount goal of the community college must be the integration of student services with instruction in order to produce optimum learning conditions. In this behalf, student development leadership need more effectively to:

- a) explain the purpose of the student development model in relationship to the total curriculum,
- b) communicate the definition, goals and objectives of student services,
- c) develop a more focused, coordinated, and professional image as an educational unit,
- d) identify how the Human Development Curriculum (or whatever its counterpart is called in other colleges) assists students in the areas of life skills, personal growth and development, and
- e) become involved in the leadership and decision-making of the total college.

Declining resources will place student development services in the position of justifying or reaffirming its value to the institution. Considerations include:

- a) the contribution to the quality of service
- b) the contribution of the educational mission of developing the "whole" student, and
- c) effectiveness in the recruitment and retention of students.

CONCLUSION

In keeping with the changing times, it is obvious to me that the new role for student development calls for changes in program and services; changes in the professional skills required by student development administrators; and changes in the content of the preparation of professionals.

To assume a stronger position of leadership within the institution, student development professionals must possess a wider array of skills. To better serve as integrators within the institution, student development professionals must:

- 1) assess the environment of the institution
- 2) comprehend institutional issues and internal policies
- 3) develop professional credibility with faculty

- 4) become experts on students' expectations, needs, and interests and be able to articulate them to others in the institution
- 5) be able to explain the goals of student affairs and student development to others in the institution in terms that are meaningful to them
- 6) contribute to the quality of the academic experience
- 7) contribute to the effective and efficient management of the institution and be prepared to take leadership in the formulation of institutional responses to changing conditions.

The role of the student activist or student advocate, which was recently regarded as peripheral, is once again in the forefront and will continue to be increasingly important to institutions in their efforts to enhance institutional vitality.

As we approach the next decade, community colleges can look to a more direct involvement with the community it serves. We will be challenged to play a more direct role in solving the social dilemmas of our communities. College campuses will become more accessible and used by the community. What lies ahead are both challenging and exciting times for the Student Development profession. How we respond to these times may well define for history what community colleges were about in the 1990's.

I appreciate the opportunity to share my views with you today. After Chuck Carlsen's comments, we will welcome your reactions. Thank you.

MAJOR INTERNAL STUDENT DEVELOPMENT ISSUES

*** CHANGING NATURE OF STUDENT BODY ***

1. Increasing proportions of minority students
2. Greater number of women students
3. More students who are older than traditional college age
4. Increasing numbers of disabled students
5. Large number of immigrants
6. More part-time students

MAJOR INTERNAL STUDENT DEVELOPMENT ISSUES

*** QUALITY REFORMATION ***

1. Refine assessment instruments and techniques
2. Strategically analyze and construct programs
3. More effective communication and cooperation
4. Increased sensitivity to labor market
5. Improved articulation
6. Image of community college
7. Design new delivery systems for the transfer of data
8. Assessment strategies responsive to **ALL** students

MAJOR INTERNAL STUDENT DEVELOPMENT ISSUES

*** COMPUTERS AND RELATED TECHNOLOGIES ***

1. Management
2. Assessment, placing and tracking
3. Cooperation between instructional and student development personnel
4. Linkages between education institutions and community resource agencies
5. Facilitation of learning process and student development

MAJOR INTERNAL STUDENT DEVELOPMENT ISSUES

*** EVOLVING NATURE OF ARTICULATION ***

1. School, college and university faculty exchange
2. Public and private sector joint-use alliances
3. Joint-venture programs
4. Co-counseling cooperatives between institutions
and resource agencies
5. Consortium agreements for student use of financial
aid

MAJOR INTERNAL STUDENT DEVELOPMENT ISSUES

*** CHANGING STUDENT DEVELOPMENT ROLE ***

1. Staff more responsive to student needs
2. Staff assume more centralized leadership role
3. Staff to be further trained and educated

MAJOR INTERNAL STUDENT DEVELOPMENT ISSUES

*** STUDENT DEVELOPMENT - CURRICULUM * AND INSTRUCTION**

1. Explain the purpose of the student development model in relationship to the total curriculum
2. Communicate the definition, goals and objectives of student services
3. Develop a more focused, coordinated and professional image as an educational unit
4. Identify how the Human Development Curriculum assists students in the areas of life skills, personal growth and development
5. Become involved in leadership and decision-making of the total college

**To better serve as integrators within the institution,
student development professionals must:**

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6. contribute to the quality of the academic experience.
7. contribute to the effective and efficient management of the institution and be prepared to take leadership in the formulation of institutional responses to changing conditions.

**The ancient Greek statesman, Pericles,
said, "One who forms a judgement on any
point but cannot explain himself clearly . . .
might as well never
have thought at all on the subject."**

There is a tide in the affairs of men,
Which, taken at the flood, leads to fortune
Omitted, all the voyage of their life
Is bound in shallows and in miseries.
On such a full sea are we now afloat,
And we must take the current when it serves,
Or lose our venture.

Shakespear's JULIUS CAESAR
